

Master's in Education

Department of Curriculum, Instruction and Media Technology

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1. Mission of the Program

Several factors guide the professional teaching program of CIMT. First, a portion of the departmental mission statement directly speaks to the preparation of teachers in a graduate program:

“To advance the instruction, attitudinal, and performance capabilities of... graduate students who desire to teach or assume positions of leadership in schools or other educational enterprises.

Additionally, the School of Education has a conceptual framework. "Becoming a Complete Professional" is the overarching theme and conceptual model for all of Indiana State University's educator preparation programs. This model encompasses five broad areas. The first three recognize the three essential areas of the work of an educator:

- Educator as Expert or Mediator of Learning,
- Educator as Person, and
- Educator as Member of communities.

2. Intended Student Outcomes

As part of the conceptual framework, in 1999 the Teacher Education Committee adopted the National Board for Professional Teaching Standards (NBPTS) as the identified graduate student outcomes (see attached). CIMT has elected to focus on several of these standards in depth in the M.Ed program. These standards are:

- NB 5 Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- NB 6 Teachers command specialized knowledge of how to convey a subject to students.
- NB 7 Teachers generate multiple paths to knowledge.
- NB 8 Teachers call on multiple method to meet their goals.
- NB 14 Teachers seek the advice of others and draw on education research and scholarship to improve their practice.
- NB 15 Teachers contribute to school effectiveness by collaborating with other professionals.

3. Assessment Tools and Methods

Tool	Stage of Assessment	Participants
<i>Undergraduate GPA & Undergraduate Major</i>	Entry	Collected each semester on all students entering program.
<i>Research project</i>	Mid-Program	Sampling from each semester
<i>Online discussions on contemporary curriculum issues</i>	Mid-Program	Sampling from each semester in all relevant courses
<i>Graduate Technology Requirements</i>	Exit	Collected each semester on student completing program requirements
<i>Culminating Experience</i>	Exit	Sampling from each semester
<i>Exit Survey</i>	Exit	Completed by all students preparing to graduate
<i>Graduate Survey</i>	Alumni	Sampling of students one-year after graduation, done once a year.

4. Timeframe for Implementation

Date	Activity
Begin collecting Spring 2002	<i>Undergraduate GPA & Undergraduate Major</i>
Pilot Spring 2002	<i>Research project</i>
Piloted 2001-2002 Begin collecting Fall 2002	<i>Online discussions on contemporary curriculum issues</i>
Waiting for approval from TEC	<i>Graduate Technology Requirements</i>
Pilot Spring 2002	<i>Culminating Experience</i>
Pilot Fall 2002	<i>Exit Survey</i>
Begin Spring 2003	
Pilot Spring 2003	<i>Graduate Survey</i>
Begin Fall 2003	

5. Analysis of Results

NB 5 Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.			
What data did we collect?	Why did we collect this data?	What will be found?	How will it be used?
Research Project	Representative of student scholarship in required courses and disciplinary courses	Student ability to synthesize a research topic and draw upon educational research to support thesis	Determine if the level of expected research and scholarship is achieved or if program modification is necessary.
Online discussion on contemporary educational issues	Representative of informed student discourse on current issues	Student ability to merge coursework, real-life experience, and current issues in a coherent, defensible manner.	Determine if there are deficiencies in program.
Culminating Experience	Representative of student understanding of total program of study	Student ability to link together the various courses in program and apply to a teaching/learning situation	Determine if there are any deficiencies in program and/or in the synthesis of program components
Exit Survey	To gather direct information from students on the areas where we excelled in their preparation and where we need to improve.	Student perceptions of their preparation related to the expected outcomes and the experiences that related to the preparation.	Determine if there are consistent patterns of challenges and a need for additional modification (in coursework or procedures)
Graduate Survey	To gather direct information from recent graduates on the areas where we excelled in their preparation and if there were areas in which they needed more preparation.	Student perceptions of their preparation related to the expected outcomes and the experiences that related to the preparation.	Determine if there are consistent patterns of challenges and a need for additional modification (in coursework or procedures).

NB 6 Teachers command specialized knowledge of how to convey a subject to students.

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NB 7 Teachers generate multiple paths to knowledge.

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NB 8 Teachers call on multiple method to meet their goals.

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Online discussion on contemporary educational issues	Representative of informed student discourse on current issues	Student ability to merge coursework, real-life experience, and current issues in a coherent, defensible manner.	Determine if there are deficiencies in program.
Graduate technology requirements	Representative of student ability and willingness to employ current instructional technologies to convey information in innovative ways.	Student to use instructional technologies to meet an educational goal.	Determine if M.Ed courses are adequately preparing students to use the technologies available and expected.
Exit Survey	To gather direct information from students on the areas where we excelled in their preparation and where we need to improve.	Student perceptions of their preparation related to the expected outcomes and the experiences that related to the preparation.	Determine if there are consistent patterns of challenges and a need for additional modification (in coursework or procedures)
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<i>NB 14 Teachers seek the advice of others and draw on education research and scholarship to improve their practice.</i>			
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<i>NB 15 Teachers contribute to school effectiveness by collaborating with other professionals.</i>			
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6. Program for Improvement

The CIMT masters curriculum committee will collect the assessment data for this program. On an annual basis, the committee will summarize its finding and share the results with the entire department both in a written report and in a faculty meeting dedicated to the topic. The summarization of results and recommendations for program modifications will be made no later than the third faculty meeting of the academic year.